DOCUMENT RESUME

ED 407 825 EC 305 585

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TITLE	Gifted Children: Myths and Realities.
REPORT NO	ISBN-0-465-01760-6
PUB DATE	96
NOTE	449p.
AVAILABLE FROM	BasicBooks, 10 East 53rd Street, New York, NY 10022-5299 ($28).
PUB TYPE	Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Acceleration (Education); Elementary Secondary Education; Emotional Development; *Environmental Influences; Family Influence; *Gifted; Grouping (Instructional Purposes); *Individual Characteristics; Intelligence Quotient; Misconceptions; Parent Child Relationship; *School Role; Social Attitudes; *Talent

ABSTRACT

This book explores nine misconceptions about the nature of giftedness in children. It questions the concept of global giftedness, the division between the terms "gifted" and "talented," the necessity of a high intelligence quotient for the identification of giftedness, the biological basis of giftedness, the destructiveness of the "driving parent," the glowing emotional life of gifted children, the premise that all children are gifted, and the link between early giftedness and adult eminence. Chapters center around each of the myths and case studies are presented to illustrate the different characteristics of gifted children. A chapter focusing on the role played by schools in fostering exceptional abilities discusses the resources spent on weak educational programs for the moderately gifted. The need to elevate standards for all children and focus resources for gifted education on students with extreme abilities is urged. The arguments for and against ability grouping and acceleration are discussed, as well as the importance of gifted programs to disadvantaged children. A final chapter, "Sorting Myth from Reality," lists each of the commonsense myths, the corresponding psychologists' myth, and describes the reality of gifted children. (Contains over 800 references.) (CR)

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